RELATIONSHIP BETWEEN SCHOOL RELATED STRESS AND ACADEMIC PERFORMANCE OF UNDERGRADUATE UNIVERSITY STUDENTS IN JIGAWA STATE

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Abstract
The study determined the relationship between school related stress and academic performance among undergraduate university students in Jigawa state; implication for counseling. Two objectives guided the study and two hypotheses were formulated and tested at 0.05 level of significance. The population of the study consists of all level 100,200 and 300 level students of federal university Dutse and Sule Lamido University Khafin Hausa with a total number of 13292. 378 students were randomly selected as a sample from the total population. An instrument titled school related stress inventories of undergraduate university students (SRSIUUS) was used for the collection s, same amount of the instruments were retrieved and analyzed. The data collected were analyzed using Pearson product moment correlation(PPMC) The results of the study shows that there was a positive relationship between school related stress and academic performance among undergraduate university student in Jigawa State. However recommendations offered where the university encourage the student to make used of counselling service unit at the university in order to help them with course(s) which the farm more difficult. And also the university management should review the university curriculum and reduced the number of barrowing courses and elective courses so that work load of university will reduce.

**Keywords;** School related stress, academic performance, counseling and undergraduate university students

University remained an environment that needs student's attention, effort and abilities. The environment used to be conducive to students when necessary learning requirement such as material, financial and academic related issues are provided. Many of those students who gained admission to study in the universities are joyful excited. At the start of the classes, they will discover they are challenged with rigorous ac academic activities to be done in good quality and submitted within a specified time frame. To meet up with these types of demand it could likely lead to developing stress in the students.

Stress is a means in which the body tells you that something is going on that requires attention. It is defined by Baba, Adam and Is-haq (2014) as a reaction to state of affairs which a person perceives as intimidating. Therefore, high level of stress had the ability to prevent students from being successful in their respective educational goals. Adam and Aminu (2017) posited that trying to obtain educational might turn out to be stress fully bustled for the students.
It requires the students negotiating the work of writing, reading, interpreting verbal communication and performing calculation as well as faces some infuriating hurdles. This can likely create a situation referred to as academic stress.

Academic stress is performance related anxiety. According to Lal (2014) academic stress is mental distress with respect to anticipated frustration associated with neither academic failure nor even unawareness to the possibility of such failure. When there is a change in life, we adjust our self to fit in the new condition .for students, stress may be caused by failure in academic, teacher's related stress and work load. Event that brings stress is called stressors. If the person takes the events positively by accepting it as a part of challenge in life and find ways to deal with it, the stress will fade away and he/she gets over it. Stress can be work load related and teachers related. The work load to the undergraduate students seems to be too cumbersome. Work load refers to a number of different yet related activities students engaged for their academic, social and physical progress in school. However, it is clear that most of these works are specified at a minimum of 24hours and a maximum of 30hours per credit units. Lal, (2014) described work load as the perceived relationship between the amount of mental processing and capability or resources and amount of required by the task. Macquarie university (2015) outlined students work load to includes class attendance, amount of required reading group activities and assessment task or combination of all these.

Teachers related stress is such types of stress that a student's experience from lecturers poor /negative motivation, engagements of too much activities.

Performance refers to ones level of ability in a particular area. According to Peter, Ofafa, Otor and Ngonzo (2014) performance on standardized test receives the greatest attention in discussion of student's performance. Academic performance is determined by the student's performance during classroom activities, assignment presentation and examination. This means that they are evaluated throughout the semesters. Therefore, student's academic performance is measured through examination, attendance and continues assessment. This give rooms to identifying any students that is likely to lead to academic failure. Two kind of examination are written by the students to evaluate their performance. One of such examination is taking at end of the first semester and the second semester.

Hence, academic performance in this study refers to all courses on semester examination at the end of the year which been used to determine the competence of students. The total mark in the course is a measure of a student's average academic performance across the courses being offered in any given class.

Statement of the Problem

Undergraduate university students were admitted in to the university without experience of how it operates. The work load given to students separates universities and secondary schools in term of rigorous academic activities. University requires students to take too many courses at once to graduate on time. They are expected to do quality work that gives them good grades in a very short time. It is likely that an overly burdensome workload may be harmful to a university student by inducing stress in him/her. Chronicle (2014) reported some students are diagnosed with clinical depression due to work load. The objective of given a lot of assignment is to force the students to learn, thus every day may grow anxiety that is likely to lead them to stress. Any students who want to excel academically and avoid carrying over courses most spend most of his/her time reading thereby, loosing his/her sleep which may at long run lead to stress.

Concerning academic failure, previous studies revealed that pressure and stress affects student's academic performance. The work of Abdallah (2018), in Bayero University, revealed that, about 70% of students fail due to pressure, stress and anxiety. To this end, the thrust of this study is to examine the relationship between stress and academic performance among undergraduate university students in Jigawa state.

Purpose of the study

The following objectives were postulated to give a guide to this study;
1- To determine the relationship between workloads and academic performance among undergraduate university students in Jigawa state.
2- To determine the relationship between lecturers- related stress and academic performance among undergraduate university students in Jigawa state.

Hypotheses

Two (2) research hypotheses were postulated to guide this study and was tested at 0.05 level of significance.
1- There is no significant relationship between workload and academic performance among university student in Jigawa State
2- There is no significance relationship between lectures- related stress and academic performance among undergraduate university students in Jigawa State

Methodology

The research design adopted for this study was correlation design. Correlation design according to Mc Milla and Schumacher (2010) is research design in which information on at least two variables are collected in order to investigate the relationship between the variables.

Hence, correlation research design was chosen because the research work intends to find an association between lecturer and course load related stress and academic performance which is the major dependent and independent variable

The population of the study is the students of 100, 200 and 300 level of Federal University of Dutse and Sule Lamido University Khafin Hausa, with a total number of thirteen thousand two hundred and ninety two (13292) students. The population considered both male and female students registered in the nine Faculties which include Faculty of Science, Faculty of Agricultural Science, Faculty of Medicine, Faculty of Art and Social Science, Faculty Management science, Faculty of Computation, Faculty of Education, Faculty of Natural and Applied Science and Faculty of Humanities. These faculties are all located at Federal University, Dutse campus and Sule Lamido University Khafin Hausa.

The sample size of this study is three hundred and seventy eight (378) students was drawn from the population of undergraduate students of Federal University Dutse and Sule Lamido university Khafin Hausa, in line with the recommendations of research advisor (2010) table for determining sample size from the given population, stratified random sample technique was used by the researcher to divide the population from each Faculty into Department and levels, participants were selected randomly, the selection was done proportionately. The researcher used this sampling technique in order to obtain more accurate representation and address the different characteristics of the entire population

In this study, an instrument titled School Related Stress Inventory of Undergraduate University Students (SRSIUUS). Was adapted from Lin and Chen (2009) The SRSIUUS consists of three parts; A, B and C. Part A consists of demographic information of the students which include; age, gender, academic level, school and marital status. Part B is made up of school related stress inventory of undergraduate students in F.U.D. and Sule Lamido University Khafin Hausa, Which consist of three (3) academic Stress factors, namely; lecturers related stress factors with five (5) items, examination stress factors with five (5) work load stress factors with five (5) items. The total items consist of 15 questions and the responses were on five point Likert Scales, ranging from 5 strongly agree, to 1 undecided and part C is student's academic self report. Two experts in guidance and counseling unit and one measurement and evaluation validated the instrument. A pilot study had been done and cronbach alpha value was 0.71 indicating a high internal consistency.

The validated instruments were distributed to 378 respondents with the help of two research assistance who were trained in the administration and retrieval of the questionnaires. Same amount were returned. The returned questionnaire were marked and scored in order to determine the relationship between the schools related stress and academic performance.

To analyze all the two (2) hypotheses, Pearson Product Moment Correlation analysis was used. All the stated hypotheses were tested at 0.05 level of significance. For the research hypotheses, Where the calculated p-value is greater than or equals to the significant level ($P \geq 0.05$), the null hypotheses was accepted, where the calculated p-value is less than the significant level ($P < 0.05$), the null hypotheses was rejected.

Results

Hypothesis One: The result was presented as;
H01: There is no significance relationship between students – lectures related stress and academic performance among undergraduate university student in Jigawa State.

PPMC analysis of Relationship between lecturer's related stress and Academic performance of undergraduate students in Jigawa State

Variables		Academic Performance	Lecturer Related Stress
Lecturers related stress	Pearson Correlation	1	.769**
	Sig (2-tailed)	.000	
	N	363	363
Academic performance	Pearson Correlation	1	.
	Sig (2-tailed)	.000	
	N	363	363

Significant at 0.05 level (2-tailed)

There was positive relationship between the two variables (r=.769**, N=363, P< 0.05) with lectures related stress associated with low academic performance of university students. This indicates that there is a high positive relationship between lectures related stress with low academic performance among undergraduate students. It means lectures related stress influences low level of academic performance of undergraduate university students in Jigawa State.

Hypothesis Two

There is no significance relationship between student workloads related stress and academic performance of undergraduate university students in Jigawa State.

The descriptive information result from the hypothesis was analyze using PPMC

PPMC analysis of relationship between course loads related stress and academic performance of undergraduate university students in Jigawa State.

Variables			Course Load	
Stress	**Academic Performance**			
Course load	Pearson	1		.770**
Stress	Sig. (2-tailed)			
.000				
	N		363	
363				
Academic	Pearson correlation .770**			
Performance	Sig. (2-tailed)		.000	
	N		363	
363				

Correlation is significant at 0.05 levels (2-tailed)

There was positive relationship between the two variables (r=.770** N=363, P>0.05) with course load related stress associated with low academic performance of university students. This indicates that there is a high positive relationship between course load related stresses with low academic performance among undergraduate university students. It means course load related stress influences low level of academic performance of undergraduate university students in Jigawa State.

Summary of Findings
Based on the analyses, the findings were summarized as follows;
1. There was positive relationship between students lectures –related stress and academic performance among undergraduate university students in Jigawa state (P<0.05)
2. There was a positive relationship between work load related stress and academic performance among undergraduate university students in Jigawa state. (P<0.05)

Discussion of Findings
The purpose of this study was to examine the relationship between schools related stress and academic performance of undergraduate university students in Jigawa state. This section therefore, discusses the findings of the study in terms of the hypothesis tested in the study. Hanif and Ruina (2004) found that negative correlation exist between teacher's performance and academic performance. Also a study conducted by Wilson (2002) indicates that critical negative relationship between an instructor and its pupils, attitude of teachers can adversely affect result revealed that significant positive relationship exist between lecturers-related stress and academic performance of undergraduate university students in Jigawa state. This finding is in line with the findings the progress of students negatively. This means students situation were determine by teachers method of teaching, ability of the teacher to commit fully in teaching activity in the university. As the teacher stress increase, it results to decrease of student's performance in the university.

Lastly, the study identify the positive relationship that exist between work load related stress and academic performance of undergraduate university students in Jigawa State. It means course related stress influences the academic performance of undergraduate university students .This is in line with the study of Talib and Zai-ur-Reliman (2012) found out that majority of the students (53%) claimed that work load is the main source of their stress which in turn affect their GPA.

Conclusion

This study correlate the relationship between some school related stress (teachers and workload, related stress) and academic performance of undergraduate university students in Jigawa State, the findings indicated a high positive relationship exists between teachers, examination and workload related stress and academic performance of undergraduate students in Jigawa State.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Since the findings showed that there is positive relationship between lecturers's related stress and academic performance. The management of federal university Dutse, Sule Lamido University Khafin Hausa and other similar universities and colleges should know that lectures related stress is hazardous to the wellbeing of students; therefore, universities lecturers should acquire the knowledge of stress management technique in order to advise stressful situations appropriately. The universities should encourage the students to make use of the counseling service unit at the universities in order to help them with course(s) which they found more difficult.

2. Similarly, since the findings revealed that significant positive relationship exist between course load related stress and academic performance , university management should review the university curriculum and reduce the number of borrowing courses and elective courses so that work load of university students will reduce.

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